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THE CAMPING MAGAZINE



FEATURING

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Money-Saving Ideas	David S. Keiser



VOLUME XIII

NUMBER 9

OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INC.

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PARLEY VOUS
and
YUM YUM



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"That is Exquisite"

EDELWEISS—OF COURSE!

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HAVE YOU TRIED PERK?

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COLD MEATS
CHEESE
FRANKFURTERS
and
HAMBURGERS



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Merry Christmas

And Heaps Of Good Camping
Throughout The New Year

Simple Living

By

Martha J. Wratney

ANOTHER camping season has been put away among the experiences and memories of camper, counselor, and director, and already their thoughts are going ahead to another season, making plans and dreaming dreams. The plans for tomorrow are the off-spring of yesterday's mistakes. None of us need be ashamed of mistakes—they indicate progress because only by doing are mistakes even possible, but it is a thing to be ashamed of if we keep making the same ones over and over again, season after season.

When you review the past, dwell but lightly on your successes—it is a false security to bask in their reflected glory for very long; a new group of eager, alert campers will send you toppling from that perch if you try to give them "warmed-over" successes of last season. Think long and earnestly over the mistakes, however painful they may be; bring them to light, dissect them, analyze and study them.

What were your camp objectives, did they meet the campers' needs, the needs of the day and time? And just what are the needs of the day and the time? On all sides we hear the plea and urge to modernize activities, to instill the idea of conservation and defense. What can all this have to do with camping, an activity that takes up at most but two months out of a year? Camping should be life in the fullness of of well-rounded growing and, in being modernized, is being simplified, which merely implies "simple living". No longer are we so much concerned with highly specialized activities on a daily camp program, with a special counselor for this, and a special counselor for that, but rather we are much more concerned with the more vital, more necessary task of teaching children and adults how to live simply, how to take care of themselves when thrown upon their own initiative and resourcefulness.

Whether in a time of emergency and crisis or of peace, the need is great for individuals to become aware of the value of learning the little things of daily living: how to keep themselves neat and clean without the convenience of hot running water and tiled bathroom: to eat and like the balanced, but plain food that is served them; to plan their meals with an idea of food-value and not fancy variety: to be able to make a secure and comfortable bed-roll and to find the softest spot on the ground: to keep their

possessions dry and themselves free from colds even in cold, rainy weather: to know the things to do and those not to do to prevent accidents, and to know what to do when one does occur: to learn to respect the right of others, to accept guidance, and to know the joy of lending a helping hand; to appreciate and be thankful for God's handiwork in wood and mountain and lake and river: to be willing to be shown "how to think", and to refuse to be told "what to think".

All these things go toward the moulding of a self-respecting, independent youth, and a nation made up of such will have little to fear from any source. Though your camper goes home laden down with intricate bits of handicraft, surrounded by species of woodland and waterway, and full of scientific names for a breath-taking bit of fern or flower, *if he or she can't lash a decent towel rack, or make a decent bed, or plan and cook a good one-pot meal and like it, then your program has been lacking.*

Perhaps you had all this in your program, but somehow it was lost between the time of your planning and the campers' leaving, lost because you gave it to them in a foreign language—your *adult* language which they did not understand at all. Youth has a jealous world—it allows no one to enter who speaks a strange tongue. They resent and stay away from anything they don't understand, and an adult language is hard for children to comprehend. Meet them on their own level. You can make the transition far better than they can. Get their interest and their trust, and then lead them gently, never push or drag, step by step through the activities that they need. You must walk side by side with them before you can lead or direct them, so if your program was not what you had hoped it would be, perhaps you need to learn to speak the language of those you work with, learn to walk shoulder to shoulder, and then, if you are accepted, they will let you lead them.

Perhaps, too, you need to learn a bit of simple living yourself before you can pass it on to them.

HOT-SPOTS IN CAMPING

By

Richard F. Thomas

Editor's Note.—This is the first of a series of three articles by Mr. Thomas, based on a Master's thesis entitled "An Analysis of Certain Significant Issues in the Camping Movement" completed at Springfield College last spring. The author, with the assistance of Dr. L. K. Hall, Mr. G. B. Affleck, and Dr. A. Z. Mann, has attempted to discover and analyze the camping issues about which differences of opinion are widest. The procedure for the study consisted of a sampling to discover the outstanding issues in the camping field, the building of an annotated bibliography about each of them, and a second sample to discover current opinion and practice concerning each of these "hot-spots". The author assumes that such camping issues, though not necessarily the most important, are, at least, the most in need of clarification. To clarify the outstanding issues in the camping field, then, is the primary purpose of the study. Some of the more important results and conclusions of the investigation are reported herewith.

CAMPING has growing pains! Camping is brimful with issues and problems, and foremost among these are eight "hot-spots". Such is the conclusion reached after tabulating questionnaire returns from leaders in the camping movement all over the country.

In order of significance, the eight issues are:

1. Should camping have federal government subsidy and be administered by public schools?
2. Is coeducational camping wise?
3. How does the National Defense Program affect camping?
4. Should camps and camp directors be accredited and licensed?
5. To what extent should "democracy" be involved in camp program planning?
6. How are social and educational trends affecting camping—particularly private camping?
7. To what extent should external incentives be a motivating factor in the camp program?
8. To what extent—if any—should camps decentralize?

In selecting these "hot-spots" the writer sent out for rating a list of forty-two issues suggested by well-known authorities to both these authorities and representative camp directors. The final selection of "hot-spots" resulted from a composite picture of all ratings, but a comparison of the mean ratings of the directors with those of authorities shows many interesting agreements and disagreements.

Both the authorities and directors place the issue having to do with *public school camping* in first place. The issues having to do with *coeducational*

camping also places high on both lists, being second on that of the authorities and tie for third by the directors. The *effects of the national defense program on camping* is placed second by the directors, and seventh by the authorities. The *significance of democracy in program planning* is greater in the minds of authorities than directors, as the former put it at third while the latter relegate it to position number eleven. The *effects of social and educational trends* is placed by both at number seven.

The use of *external incentives as a motivating factor in the camp program* is ranked sixth by the directors, but eleventh by the authorities. The matter of *centralized or decentralized camping* rates the number four spot by the authorities, but is considered far less vital by the directors as they place it in thirteenth position.

Not included among the eight "hot-spots" finally selected, but another outstanding issue, is that having to do with the *effects of Youth Hostels on the camping movement*. Whereas the directors rank it at number five, the authorities belittle the issue by placing it in a tie for the sixteen position. The reasoning here is difficult to interpret.

By far the greatest discrepancy between the judgment of authorities and directors is shown in the issue having to do with *qualifications and training of camp leadership*. The authorities place it at number six, while the directors put it far down the list in position twenty-eight. Certainly all camping people are aware of the importance of leadership, but whether or not there exists a wide difference of opinion on the matter of qualifications and training of camp leaders is a debatable question. The directors, but not the authorities, apparently believe the issue is pretty much settled.

After seeking out all theoretical discussions on each of the eight subjects as shown in writings and analyzing responses of representative camp directors to direct questions, the writer is able to make a number of observations and conclusions. The accuracy of the report is subject to the usual limitations of a sampling study, but if the results here presented create a better understanding about the "hot-spots" in camping, and contribute in even the smallest way to the inevitable advancement of the movement, its purpose will have been achieved.

1. *Should camping have federal government subsidy and be administered by public schools?*

The school-camp plan has been espoused by many camping leaders in the past, but the idea did not receive much attention until Bill H.R. 1074 was considered in Congress last spring. A great number of organizations, from physical education societies, to camping associations, to formal educational organizations have taken up the issue.

In general, writings favor the extension of camping under public-school auspices, though many disagree with certain particular points which they fear may ruin what could be a real contribution to education.

Practical opinion in the camping field gives a little different picture, for camp directors as a whole appear to doubt the value of public school camping. Tabulations of questionnaire returns show that fifty-eight percent of the respondents opposed the proposal, whereas thirty-seven percent favored it. The others ventured no opinion or were unfamiliar with the issue.

Most important of the many reasons given for opposition to public-school camping were that camping would be stereotyped, formalized, and regimented; that further extension of the government along these lines was needless and even dangerous; and that schools were unprepared to take over because of the lack of proper leadership. On the other side of the ledger were numerous reasons also, the most important of these being that a camping experience would be made available to all; that camping would profit much from the greater recognition of its values; that camping was education and should be a part of the school system; and that sub-standard camps would be eliminated.

Opinion by type of camp is rather evenly divided, with the exception of the Boy Scouts who are almost unanimous in their opposition to the idea. A listing of the division of opinion by type of camp results in the following:

<i>Type of Camp</i>	<i>Favor</i>	<i>Oppose</i>
Boy Scout	1	12
Private	9	7
Girl Scout	3	5
Y. M. C. A.	5	5
Charity	2	3
Others	5	8

Most emphasized answers to the question, "How would the passage of this bill affect your camp?" are classified as follows:

No effect	27%
Reduce enrollment	16%
Do away with camp	15%
Little effect	10%
Benefit camp	10%
Necessitate program changes to meet other needs	7%

Answers to this question within the ranks of the different types of camps are varied. However, unanimity is shown by Boy Scout respondents as they expect they would have fewer campers, even to the extent of losing their camps. Private camp directors do not fear any negative effects, though in a few cases enrollment might be decreased. Directors of charity camps point out that programs would have to be changed in order to salvage their camps.

By reviewing the results of this investigation, we might conclude that though camp directors as a whole did not favor H.R. 1074, they would favor a move which would extend camping, providing it did not endanger existing camps. At first glance this attitude may appear self-centered, but the plea that today's camps have a right to exist should not go unnoticed. Such camps, after all, have done the pioneering, and the bill might be considered a recognition of their success. The question, however, appears to be whether or not the extension of camping under public school auspices *will ruin* existing camps. That it will cause changes in camping there is little doubt, but perhaps the competitive impetus that might result is needed.

The agreement noticed in both theory and practice, that the broad purposes of the idea, at least, are desirable, gives indication that large-scale camping by public schools eventually may become a reality. Exactly how this will come about, however, cannot be ascertained at present.

2. *Is coeducational camping wise?*

Since Lieberman and a few of his associates successfully conducted a unique coeducational experiment beginning in 1924, the movement has made rapid strides. However, few camps are coeducational as compared with the large number of segregated camps, and the expansion of the movement appears to be tapering off. Comparable to this condition are the writings on the subject, for they too are appearing less and less. On the other hand, if theory in writings is any criterion, coeducational camping is due to expand much further, for most sources discovered are favorable to such camping. Nevertheless, those who have taken the time to write on the subject have done so primarily because they have conducted successful coeducational experiments or they are well acquainted with such camping. Opponents, apparently, have not bothered to write their views.

An analysis of the practical field of camping again gives a different picture, for opinion on the subject is very sharp and evenly divided. Forty-five percent of the respondents favor coeducational camping, whereas forty-eight percent are opposed to it. Seven of those who favor coeducation do so with reservation, specifying particular age groups only. One prefers

(Continued on page 25)



STOP-WATCH SWIMMING

By

Harold M. Gore

"HAVE you got your stop-watch with you, Len?" The gang of youngsters at the waterfront are milling around their swimming instructor. It makes no difference whether the boys called him "Len", "Moose", "Uncle Len", or Mr. Smith—the important fact is that the boys wanted to know if he had his stop-watch with him. The connotation is that they are interested in how fast they can swim, this or that stroke, this or that distance.

Neither does it make any difference whether your camp is so progressive-minded that it taboos and frowns on competitions of any sort. Or whether it subscribes to those ingrained loyalties of the American people of success through competition and the traditional American interpretation of freedom to achieve; and boasts of its "All-American swimmers," as does Matt Mann, University of Michigan, Swimming Coach, at Camp Chikopi.

At Coach Mann's camp the special classes held in advanced swimming and competitive diving, give additional opportunity for any boy who wishes to excel in swimming. Camp Chikopi is very proud of the fact that thirteen of its campers have been picked by the Editor of the "Intercollegiate Swimming Guide" on various All-American teams. Three Chikopi boys have made Olympic teams representing the U.S.A.

At either type of camp, the boys are the same! They want to know how fast they swam; what they did that last lap in; whether or not they beat their best time of yesterday, last week, or last year! The forward-looking swimming instructor should always "have his stop-watch with him!"

The particular make of the stop-watch is relatively unimportant. However, it should be a precision instrument, of good quality and real dependability. Better get the stop-watch from a company that specializes in timing instruments.

The camp waterfront of course should be so constructed that it can serve as an outdoor swimming pool. Preferably have a swimming course 75 feet in length with turning boards. A measured course is essential in order to be able to time. A course of official length, such as the 25-yard length, makes it possible to compare the campers' times with good interscholastic times for that distance, as well as collegiate and world records, to say nothing of the boys' last year's records or the camp records.

At Camp Najerog we have our waterfront divided into four areas as shown in the accompanying diagram. The four areas are:

- A—*Recreational*—play area, free swimming—intermediates.
- B—*Beginners*.
- C—*Competitive*—laps, swim team practice, stroke coaching, the time trials, pace practice, and "stop-watch" swimming—advanced swimmers.
- D—*Diving*.
- (x) — (y) Turning boards.

The turning boards and the measured distance give ample opportunity to competitive swimmers to have their times checked, to learn pace and swim laps. Incidentally they give boys a much-needed opportunity to learn their turns, too often neglected during the summer.

This is the layout where for seventeen years Camp Najerog has been trying to develop swimming from

both a recreational and competitive point of view. Last summer's team marked the eleventh unbeaten season.

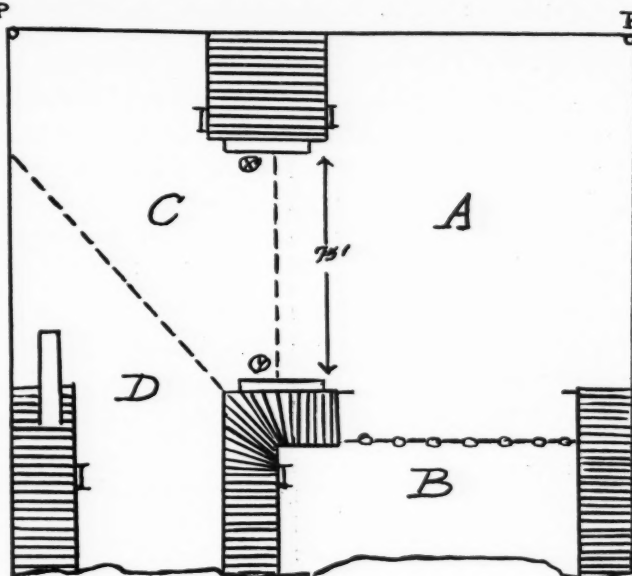
While certain techniques of arms, legs and breathing enter the picture when developing good swimmers, swimming is largely a matter of just swimming. In our little outdoor, open-water pool, the boys just "pour in" the laps all summer. They learn the values inherent in regularity and continuity of practice—that there is no short cut to success.

However, practice during the summer should be a gradual procedure and the swimming should be easy with small increases in distances from week to week. Most of our swimming is over the shorter distances at first and only gradually increased.

And then come the time trials! Time trials at Najerog are not held too often. The law of diminishing returns very definitely affects stop-watch swimming. Boys should do their level best every time they take a time trial.

That doesn't mean our swimming instructor doesn't use his stop-watch during practice sessions. He does. But the boys know that it's to check laps and to try and emphasize pace, one of the hardest and yet most valuable assets of any swimmer. Stop-watch swimming and pace swimming are synonymous.

Let's get back to stop-watches. Get a good one. Wristwatches are very good. Get one with a waterproof case if possible, but get a good watch. If a regular watch, tie a shoestring to it and hang it around your neck. It may save diving in for it some morning! We like a tenth-second timer, with split hands, best. This type of watch allows the instructor to take split times, check lap times, and also to time two swimmers at once.



The camp waterfront that is equipped with two split-time, tenth-second stop-watches is marveously equipped to do a good job of supervision. Four boys can be checked and kept happy at a time.

There is a bit of a science to timing. The good waterfront counselor should be a chap who is quite at home in the management of swimming races, and one who has learned the importance of taking time exactly. There is nothing so disconcerting to a group of youngsters as to have their times taken incorrectly.

These are days of educational measurements. Stop-watch swimming is one of the best ways to measure, objectively, the progress of youngsters in the water. Hold time trials the first week, then at mid-camp, and then the last week of camp. These times will give a very definite check on the summer's

Najerog's Unbeaten Team of Stop-Watch Swimmers

Use the
Stop-Watch for
Efficient Teaching
Both for
Recreational
and
Competitive
Swimming



progress in the water. Keep records of all the times made at both intra- and inter-camp swim meets. Add these to your check times.

For example, achievement marks last summer showed that a non-swimmer the first week, swam his 25 yards free style in 49 seconds at mid-camp, and did it in 33.2 seconds the closing week.

Here are a few of the 1941 time-trial records at Camp Najerog, which tell the story well:

Free Style—25 yards			
	Opening week	Mid-Camp	7th week
Charlie Aull	51 sec	41	33
Bill Gallup	42.4	33.4	26
Bob Cuddebook	24.2	20.9	20
Dick Hall	37.4	30	28.8
Ted Farwell	28.4	25.7	23.6
Pete Gore	16.2	16	15.8
Bob Aull	29.7	27.7	26.7
Breast Stroke—50 yards			
Pete Harwood	48.8	44.3	39.4

Times will show the improvement made from year to year, as well as during the current season. Last summer, one youngster, for example, improved his time 22 seconds over his previous summer's best. Stopwatch swimming is a good measuring stick of the summer's teaching.

Here are several suggestions for the actual techniques of timing:

Timers should be quick of perception. They should stand where they can see the starters plainly, (if not starting the boys themselves), and also where they can look along the finish line.

Know your watch! Practice using both the crown control and the slide control of the split timer. Good technique includes holding the watch loosely and stopping it with the index finger. Tests have been made showing that that is a faster method than with the thumb.

Be sure the watch is wound before the race or time trial starts. There is something tragic about telling a youngster, as he looks up at you after swimming his distance, that you didn't get his time because you hadn't wound your watch or you had inadvertently pressed the wrong button!

In inter-camp swimming meets it is best to have three timers if possible. Remember that when three watches disagree the middle watch is the official time. When two watches agree, take the time of the two agreeing watches.

The timer starts his watch in regular meets when he sees the flash of the starter's gun. In camp work, however, it is naturally on the "Go!" He stops his watch when the swimmer makes contact with the finish line.

To repeat—here are several points to be kept in mind in timing:

1. Be sure your watch is wound up.
2. Do not anticipate the start or finish.
3. Keep alert and interested. The boys will respond.
4. Use forefinger on the watch.
5. Avoid excess motion when starting, carrying or stopping the watch.
6. Know the camp, interscholastic, collegiate and world's records.
7. Watch the starter.
8. Don't fall in the lake!

Knowing the camp, interscholastic, collegiate and even the world's records sounds like quite an order. But we would even suggest going one step further and know the names and something about some of these record holders. The boys will be interested in the times, particularly of the best swimmers, in the standard strokes, i.e. free style, breaststroke, and backstroke. Split times on the free-style, relays, and especially the medley relays, as well as the individual medleys, are particularly interesting.

Post times on the bulletin board. Stop-watch timing makes your swimming bulletin board really live, and it will become an integral part of the camp swimming program.

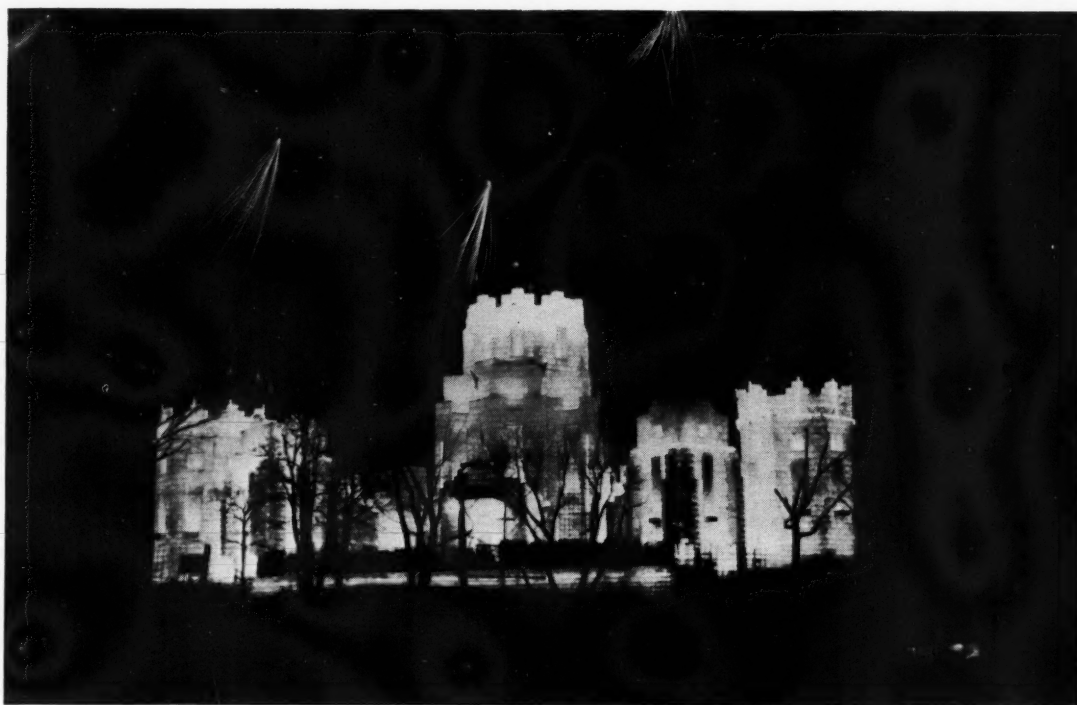
For example, put up the split-times of the University of Michigan's 300-yard Medley Relay finals, made recently at the National Collegiate A.A. Annual Swimming Championships. Here they are:—

Michigan (Heydt, Skinner, Morse)					
50	100	150	200	250	300
29.3	1:01	1:30.1	2:04	2:29.2	2:58

Put the above times on your bulletin board. Get the boys to figure out Jim Skinner's splits for his 50 and 100 yard breaststroke. Tell them about Jim, the nineteen-year-old Michigan sophomore, undoubtedly the world's greatest breaststroke swimmer, who has been credited with breaking the 200-yard record by almost three seconds in a time trial. Tell them about Jim's beautiful butterfly stroke. Tell them the world's record for 200 yards is 2:22 held by Dick Hough, formerly of Princeton. Jim Skinner, a former Exeter swimmer, is six feet, close to 190 pounds and a powerful swimmer who butterflies all the way. And be sure and tell them that Michigan's flying fish is just as eager to beat the clock in a time trial as he is to beat the field in a race.

Switch to the New England scene and tell the boys about Joe Jodka, Massachusetts State College's little breast-stroker! Under the astute guidance of Coach Joseph Rogers, Jr., Jodka is at present the holder of the New England Inter-collegiate 200 yard breast-stroke championship, as well as the Massachusetts, New England, and National Junior A.A.U. Cham-

(Continued on page 24)



Night view of the Castle of Ice, sparkling with lights within and fireworks outside.

Palace of Ice Glorifies Northland Winter

It wasn't too many years ago when winter was a time for stove-hugging . . . an era of long red flannel underwear and the time for mothers to shout, "For goodness sake, John, shut that door". In fact winter was a period of measles, mumps, whooping cough and other children's diseases—usually spread by much indoor living and close contagion.

But up at St. Paul, Minnesota, the old concept of winter has been reversed and the most contagious thing in that city now is the Winter Carnival spirit, with its fun and frolic on snow covered hills, its parades and pageants, and most spectacular of all, its mighty palace of ice.

Five thousand tons of ice go into this colossal palace each year, and the ablest architects of the city lend a helping hand in making of it a striking monument to the spirit of winter. Brilliantly lighted with thousands of colored lights, it looms over the city,

visible for miles around, to beckon people out-of-doors to health and rugged fun. In nearby parks thousands of ice-skaters cover the lakes and ponds, and hundreds more are zipping down the huge toboggan slides at a mile a minute. Close by, too, looms the two-hundred-and-fifty-foot tower of the ski slide, from which the world's greatest ski-jumpers leap for distances of two hundred feet and more. And the streets and parks of the city are like an endless fashion show of styles for winter sports wear.

The ten thrilled-packed days of the carnival extend from January 24th to February 2nd. Many camp directors plan to come to the Winter Carnival and stay over for the National Convention, making of it a real winter vacation. While the Carnival will be over before the convention starts, the ice palace will still be there in all its glory, awaiting the arrival of the delegates.

"Take It Easy" Is the Slogan

By

Marjorie Holden

IN one of the previous issues of *The Camping Magazine*, a writer lamented the fact that there were no camps for children handicapped by heart disease. The fact is that, while the number may be small, there are nevertheless camps which not only include children with cardiac handicap in certain periods of the camping season, but also specialize in the care of such children. One such camp is operated by Sunset Camp Service League, Chicago. This organization, originally maintained a summer camp for adolescent Jewish school and working girls, but in 1923, at the suggestion of a group of Chicago's cardiologists, it extended its resources to include the care of children with heart disease, between the ages of 8 and 14 years. At first the periods were limited to six weeks in the spring for 42 girls and the same length of time in the fall for 42 boys. These children are of all nationalities and creeds.

In 1939 two new camps were built so that the cardiac children could have the benefit of the summer months, camping simultaneously with the adolescent girls. The season has now been extended to five months with admissions and discharges on an individual basis, as it has been evident that in most cases the longer period is more beneficial. During the 1941 season, boys and girls were accepted at the same time. The camp is located at Bartlett, Illinois, about 40 miles from Chicago on a 58 acre tract of wooded land which includes a small lake. The building are of a permanent structure so that reactivation of the rheumatic fever, from which the majority of the children have suffered, and other kinds of infection which may lead to increased heart damage, may be prevented in so far as possible.

The youngsters are referred by eleven cardiac clinics from various hospitals in Chicago. About 60% of these youngsters come from families who are receiving relief or are on a low income level.

STAFF

To the casual visitor, the activities would seem very similar to those of any camp for physically well children. Sunny days find the children out playing modified baseball, horseshoes, archery and darts. These activities are under the supervision of the staff which includes a resident physician, three registered nurses, two qualified teachers, and several counselors trained in group work. The League maintains a permanent director, assistant director, and an attending physi-

cian. The latter sees the campers in their respective cardiac clinics during the winter months.

PHYSICAL EXAMINATIONS

Applicants are examined in the spring and recommendations made for the return of those whose physical condition indicates the need for additional camp care. New campers are also registered at this time. Usually, about 50% of the group are former campers who are returning for a second or third season. Greater possibilities for emotional growth are inherent in the camp situation when children remain for longer periods and return year after year. Summaries of the social, psychological, and physical factors involved are prepared by the clinics for the use of the camp staff, in gaining a better understanding of the child's needs.

In preparing the child for camp, the child and parents are seen by the director and assistant director. In this way many questions of anxious parents are answered. So many times, the parents' anxiety for the child with heart trouble causes an emotional protective attitude which hinders the child in his normal development.

After the youngsters arrive at camp, they are divided according to age and friendship into three groups of 14 each. The dormitories are large, bright, and cheerful. A nurse and one counselor are assigned to each group.

MEDICAL PROGRAM

After a few days of observation of their exercise tolerance, the resident physician examines and classifies each child according to the classification adopted by the American Heart Association. The majority of the children are patients with cardiac disease whose ordinary physical activity need not be restricted, but who should be advised against unusually severe or competitive efforts. Some in early stages of post convalescence require greater restrictions which may gradually be removed. The resident physician interprets to the staff each individual child's physical condition so that the child can be guided to build exercise tolerance. The first day is fatiguing and probably causes increased heart rates. At the end of the season the same daily tasks cause no fatigue.

Since there is no accurate measurement of cardiac reserve, we are dependent upon our observations. It is the opinion of our attending physician that "The logical approach appears to be to let most of the children play as hard as they are able, but to teach certain of them who become fatigued more quickly to take additional rest periods. The exceptions are those children with easily visible pulsating hearts or fairly large hearts as determined by physical examination and X-Ray, and any child with suspicion of rheumatic activity, no matter how determined, in whom exercise should be curtailed or cut out altogether. It is the rheumatic activity that damages myocardium, not exercise."

Various research studies have been undertaken over a period of years, and it is hoped that in the new camp which is equipped for this purpose some contribution may be made toward a better understanding of rheumatic fever. The medical program is under the close supervision of the attending physician and the Medical Advisory Committee of which Dr. James B. Herrick is chairman.

GROUP WORK

Group work principles with the cardiac child remain fundamentally the same as with the normal child. The variation is not so much in the organization, but rather in the tempo and in the type of activities. Guidance must be carefully and ingeniously given, for the physical limitations need to be considered constantly in planning a program for handicapped children. This has been clearly demonstrated in our committee meetings where the youngsters want all the activities of normal boys and girls and want to play just as vigorously. To compensate for this, as much freedom as is possible is given in the fields where they can be free. After the first few days of becoming acquainted with camp activities and with each other, the campers form a camper government, electing dormitory officers and committee representatives. The Council, which is made up of representatives from each dormitory plus the chairmen of the various committees, plays an important part in suggesting and planning the kind of program the campers would like. Many sedentary interests such as reading, painting, drawing, clay modeling, and handcrafts are encouraged. Dramatics also fills a great need. Nature observations are noted in scrapbooks, or described in articles for the camp newspaper.

Hikes and trails back through the woods reveal a Pioneer village with a "lean-to" and a fireplace constructed by the boys under the doctor's supervision. Turtle-hunting and fishing vie for the first place as the favorite pastime with both the boys and the girls.

In respect to participation in the program, which includes all camp activities, each child is considered individually. One boy may be able, physically to play

ring toss, but pony shoes, not horseshoes, are used. Many of the children have learned in hospitals, convalescent homes, and special schools which they attend, how much they can do without becoming too fatigued. The doctor and nurses take part in every phase of the program, interpreting to the children their limitations where necessary. Unless each child understands, he is apt to interpret his restrictions as hostility on the part of the adults. Chairs are scattered over the grounds, and youngsters are encouraged to rest while waiting for their turn at the various activities. "Take it easy" is commonly heard among the campers themselves. It seems as though a child of nine or ten years uses more energy walking than running.

SCHOOL PROGRAM

Approximately a third of the campers are retarded in school due to interrupted school programs because of their cardiac disease. Teachers carry on remedial teaching with the children during the time that the regular Chicago Public Schools are in session. About 50% of the children attend special schools for handicapped children.

The camp setting is ideal for educational projects: Trips to nearby places of interest such as dairy, quarry, etc., are planned. A nearby estate with bears, deer, birds, etc., proves a never-ending source of interest and incentive for newspaper articles, clay modeling, painting, etc.

EMOTIONAL PROBLEMS

Although the physical factors are important in working with children with heart disease, the social and emotional factors are equally as important. This brings us to the problem of whether children with cardiac disease have more emotional problems than normal children. The illness itself causes some feeling of insecurity and inadequacy. Parents, however, have a tendency to become anxious and are apt to protect and keep the child on a dependency level of development. However, the cardiac handicap is sometimes a blessing in disguise. It carries the blame for problems the child cannot consciously meet, thus saving the child further conflict in expressing his needs. Cardiac children have the same primary drives or wishes for love, acceptance, response, and aggressiveness as normal children. A cardiac child's behavior is an attempt on the part of the child to adjust to life with his handicap. When his behavior becomes aggravated, examination of his social history reveals factors aside from his heart condition that would justify such behavior.

One boy was very quarrelsome, destructive of camp property and other children's possessions, and took no responsibility in the dormitory. During the early part of the season he wandered from group to group,

(Continued on page 24)

AN OUTPOST CAMP FOR OLDER BOYS

THE greatest problem facing our camp as the 1940 season approached was undoubtedly quite similar to the one encountered by many camps: "How are we to provide an interesting, worthwhile program for our older campers?" The problem was the more complex because many of these boys had come up through our camp, some of them from age seven, and now, at sixteen and seventeen, they had run the gamut of an extensive camp program. They had experienced canoe trips, ranging from the two-day "Chain of Lakes" to the seven-day Tahquamenon-Lake Superior-through-the-Locks expedition; many of them had taken the truck and boat trips to Beaver Island, Macinaw Island, Tahquamenon Falls, Canada, and Isle Royale; riflery, sailing, riding, and regular camp routine were no longer adequate to meet their needs—they were looking for new worlds to conquer.

So it was that we faced our problem early, and even before the 1939 season closed we were planning with our boys a program for the following summer that would provide new experiences, marked with real adventure, and opportunities to establish tradition as the first *Outpost* section in the 34 years of Hayo-Went-Ha's history.

It was planned that this older group with two counselors should have separate quarters in the camp,

carry out their own program, and spend much time in trips away from camp, one of these to be a two- or three-week experience in the Upper Peninsula, where they could establish a small camp of their own.

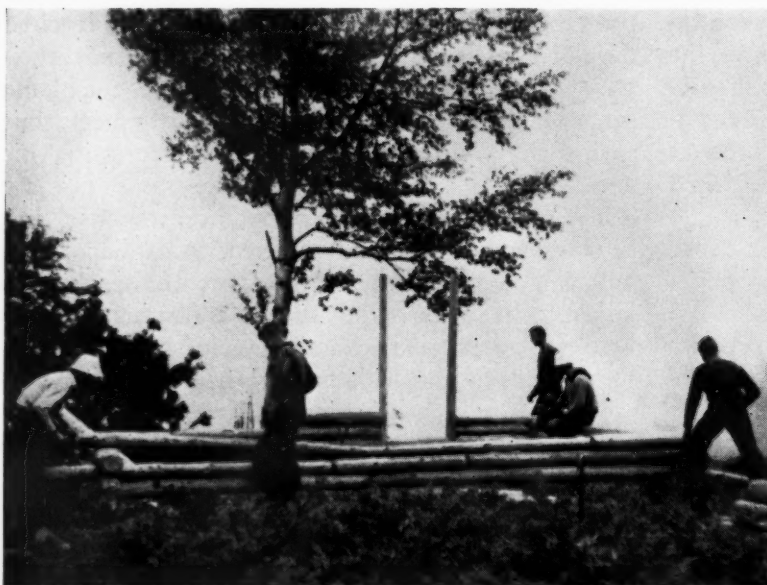
During the winter months interest was maintained by editing a two-page mimeographed newspaper, called "While Hayo-Went-Ha Sleeps". This was issued every six or eight weeks, and contained, in addition to camp reminiscences and news of campers who wrote to the counselor-editor, the latest developments in plans for the Outpost. So it was that the May 26, 1940 edition announced:

"The Outpost is a reality! The site for our long trip has been chosen on Culhane Lake, forty miles north and east of Newberry, which is about 160 miles north of Hayo-Went-Ha. The lake itself is about one mile long and three-quarters of a mile wide, surrounded by beautiful pine forest; good fishing, sandy swimming area, good drinking water supply. The lake is about 400 yards from the Little Two Hearted River, which runs north to enter Lake Superior about two miles from Culhane Lake."

On the opening day of camp, twelve boys, qualified by age and experience in camping, were issued two 12 x 12 tents. The boys and their two counselors chose a spot on the outskirts of the camp, pitched their tents, and moved in.

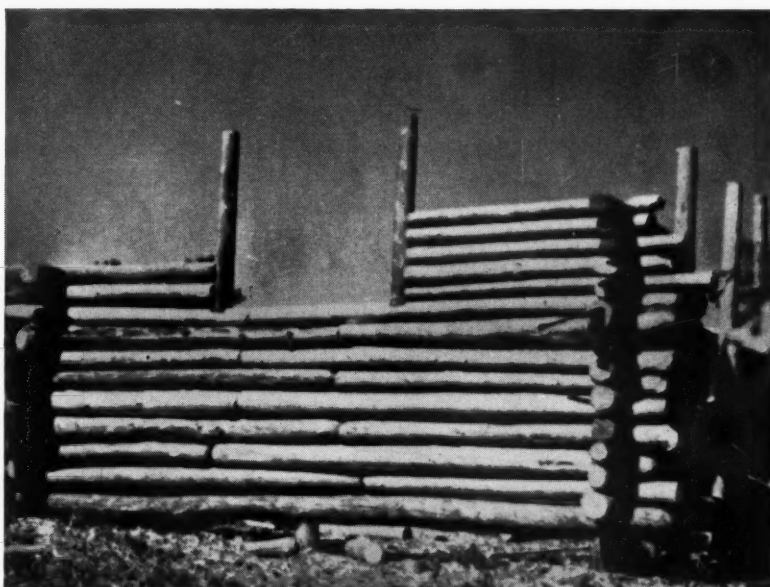
Ten days proved sufficient time to prepare for the more rigorous tests of Outposting. Early-morning lumberjacking in the cedar swamp, cutting, trimming, skinning, and hauling out poles to be used for repair work in the regular camp soon toned up muscles, put the outposters on speaking terms with the out-of-doors, and sent them roaring into the dining hall, their only contact with the regular camp. A store-room in the main lodge was cleaned out and became a meeting place, where several hours were spent each day in making plans, drawing diagrams, going over maps, and accumulating supplies to be used in the 18-day out-of-camp experience to come.

"What do you want from this ex-



A Story of Rough-and-Ready Camping

By
Hugh Allen



perience?" was a question asked by a counselor during the preparation period. The boys responded spontaneously, and it was obvious from their comments that they realized how much the value to be derived depended upon their own efforts, and willingness to work as a group. They wanted a healthful experience, with plenty of action. Yes, they were not only willing but anxious to work with their hands and heads to construct worthwhile projects. They wanted new experiences; they wanted to plan their own camp and make it a success. Above everything else they wanted to feel that they were old enough and sufficiently skilled to be put on their own, trusted, and respected.

Crews were organized for responsibilities on all camp duties, such as tents and grounds, kitchen, waterfront, construction, recreation, devotionals, and ceremonials. In addition to these routine duties, each boy assumed responsibility for the planning and completion of some camp project, such as tables and shelters, dock, latrine, and ice-box. During the period of preparation plans were drawn up, along with lists of needed equipment. The kitchen crew planned every meal, gathered the food and packed it for the trip.

At six o'clock on July 1 the camp truck, loaded with supplies, duffle, boys, and canoes, left the camp behind. Twelve hours later they unloaded on the bank of Culhane Lake. Days of planning were past; pencil and paper gave way to ax and saw as boy-men faced the task of establishing their own camp. Crews swung into action and in two hours tents were pitched, bunks were made, and supplies stored and sheltered. The truck driver, who was to leave next day, was put to work with a fishing rod and landed a 5-pound pike within fifty feet from shore.

This far in our plans everything had gone smooth-

ly, but our first day on the new campsite brought complications. We had hoped to be able to cut a few trees with which to do our construction, but the district forester felt differently. As a result we were forced to get our materials in a more difficult way.

In the large clearing near our camp there had been a CCC camp, which had been taken out some five years previously. A caved-in root cellar and the framework of an old bath house provided a few substantial timbers, and others were picked up several miles from camp where a work crew had cut through for a telephone line. These poles, with a few slabs also salvaged from the CCC camp, sufficed for an eating shelter, which, covered with tarpaulin, was made fairly waterproof. A rather primitive but adequate latrine, with three sides, was constructed in a similar manner.

A few old scraps of iron, a pile of bricks, and some stones were transformed into a crude but serviceable cooking-fireplace. This became the experimental kitchen of one of our campers, who, as chief of the culinary department, kept the gang supplied with a strange but edible miscellany of cookies, corn bread, biscuits, and cake.

Along the shore of the lake we found large dead tree trunks, left-overs from lumbering days. These we towed or floated into camp and used in the construction of a dock. A large corrugated pail sunk in the cool sand at the edge of the lake and covered with pine boughs was our ice box. So it was that in three days' time we had constructed the necessary facilities for more comfortable camping.

On the 4th of July, our fourth day in the new camp, we hiked over to Lake Superior and spent the day on the beach. (It is interesting to note that the only athletic equipment brought along was a football. This

(Continued on page 22)

Says Old Man Winter--

"ITS VACATION TIME"



By

W. E. Paul

tions? What about the camp staff, tied up with the work of the summer? Should they not have a vacation in winter?

Are there objections to winter vacations? Yes, and there are objections to summer vacations — periods of intense heat, obnoxious insects, crowded tourist camps, lack of privacy, rest, and even recreation.

There are advantages to winter vacations. There is beauty in winter scenes. The air is invigorating and there is opportunity to develop a strong and hardy constitution.

THE psychologist scratched his head; a puzzled expression came over his face. It is a rare occasion when a psychologist is stumped. Mental processes go on behind thick skulls and are difficult to chart. For this reason, the psychologist is always clear in his analysis—it is difficult to prove that he is wrong.

But here was a question he could not answer. Why just summer vacations? Houses are open, screened doors swing wide, windows open up—breezes blow through. There is fresh air everywhere. Clothing is light; the days are long—so why a vacation in summer?

Why not in winter—when storm windows are on, and rooms, living and sleeping alike, are closed up; doors are shut and clothing is heavy? Why not a relief from the confinement of winter? Why not the fresh air of the out-of-doors? Why not the blanketed white of the countryside? Are not winter vacations as necessary—perhaps more so, than summer vaca-

Safety and health in winter vacations is a matter of adjustment and knowledge of the ways of Old Man Winter. We must learn to reinterpret winter and cold and snow; to discover beauty and benefits in a snowstorm. Jack Frost is not a mean fellow, going about pinching ears and noses. He is a manly fellow, sturdy and strong, who wants people to be happy and healthy.

Old Man Winter is not an old grouch. He is a merry old soul, whistling around the corners; driving disease germs out of every nook and corner with his sweep of snow, and covering the earth with a fur coat of white ermine.

The psychologist looked up, a gleam of intelligence showed in his eyes. He had made a discovery. Winter vacations are just as sound in principle and just as necessary as summer vacations. As we bowed out of his office we heard him humming, "Jingle bells! Jingle bells! Jingle all the way. . . ."

Winter Splendor Awaits You

At Camping's Greatest Convention

The Minnesota Section, host to the American Camping Association, is earnestly trying to make the Thirty-second Annual Convention significant and outstanding.

The Convention Committee has set up a goal of 1,000 registrations. This is double the number of previous convention delegates. There are obstacles (how well we know)! In spite of difficulties—defense needs, and distraction of war, we believe the goal is not only possible but probable. Our plan will reach every camp in the directory, 4,800 in number, and many camps not listed in the directory. At least three pieces of mail will go to more than 5,000 camps, building cohesion and co-operation in the camping movement. A thousand personally written letters have already gone out. Many more will follow.

The American Camping Association, in size, is still a youthful organization. There is a great opportunity to build a strong and permanent organization. In the future of camping in America, the Minneapolis Convention will be significant.

The Official Program will be outstanding in its significance—a program in which the varied interests of the many agencies, as well as the diversified aims of private campers, may be explored. The tentative program with its cooling snow pictures, issued in the summer heat of July, will be greatly enriched, in the

final program to be mailed in December. Many new names will appear. Every movement develops new leadership. Camping is no exception. You may be surprised in the new material that has been discovered.

"The tried and true" leaders will have their place. They will be in charge of important seminars. The program will contain a wealth of resource material, and seminars will become a part of the official action of the Convention. Every camp should be represented by at least four people, since there are four to six seminars conducted simultaneously.

Winter Camping—all-year-around use of the camp equipment—offers opportunities and opens up new fields for every phase of camping.

Minneapolis is the gateway to the winter playground of America. The land of ten thousand lakes is unusually beautiful in winter—fishing through the ice in portable houses, skiing, coasting, sleigh riding and a multitude of other snow games and sports.

The Convention follows the St. Paul Winter Carnival. The parades will be gone but the ice palace will be standing, and the fun and the frolic of the carnival spirit carries over.

It is worth any camper's time and expense to visit the winter vacationland, and see what two great cities are doing with ice and snow.

Minneapolis
offers the
Winter Joy
and
Warm Hospitality
of the Northland
at its Best
February 4, 5, 6, 7



Dramatics at a Boys' Camp

MANY of the out-door minded men in the camping field would, I suspect, find a dramatics program a waste of time and utterly out of place in a boys' camp.

Many camp directors believe that camp dramatics would take entirely too much time from the outdoor activities which offer the camper a chance to build up his body.

Others might contend that their boys would not support an organized theater program and that a camper who spent time rehearsing for a Saturday night play would be considered queer by the rest of the boys in camp.

Somehow, somewhere, I've heard all of these arguments against camp dramatics. They sound strangely foreign to me. At our camp we of the staff derived so much satisfaction and fun from our dramatics program that I should feel tempted to brand any director queer who didn't seriously consider adding a dramatics program to his list of activities.

Dramatics can be just as important in a camp education as woodcraft, handcraft, sailing, or swimming. The fundamentals a boy learns in camp dramatics will be referred to again and again in his progress through school and through life.

Of course it goes without saying that our campers enjoyed the theatre activity. What satisfaction would we of the staff have gotten if the program had failed to please the boys? It was only their willing acceptance of it that convinced the staff of Camp Allan that the whole thing was really worthwhile.

I'll tell you how it all happened. A series of circumstances led up to the establishment of our present theatre program. The first was the camp's hiring of one of its former campers as a junior counselor; one who was very much interested in dramatics. I was that counselor.

At the beginning of the 1939 season I arrived with my luggage and with the knowledge that I might be obliged to plan out show night entertainment for the entire summer. But there was no stage and no equipment whatever. All stunts on show night were performed in a cleared circle in the crowded lodge room. Everybody realized it was an inconvenient arrangement but nothing had been done about it.

I assumed that the entire matter was up to me. Maybe I assumed too much for a junior counselor; nevertheless before the second week of camp, Camp Allan had acquired a stage room.

The new stage room was the former ping-pong room. It took some argument in the form of a yard-

stick to convince the camp director that forty bouncing young campers could be stuffed into that amount of room space. The ping-pong table could be moved out on the porch without losing its popularity. (In truth the number of boys who played ping-pong on the porch dwindled somewhat in comparison with the number that had played in the ping-pong room.)

Now we had the room! The next thing needed was a stage. Two carpenters who were just finishing work on a new camp building were persuaded to make four heavy stage sections of four six feet each from left-overs of lumber. When our stage was set up it had a twelve foot frontage and an eight foot depth. Not very big but very welcome to us, I can assure you.

A beam was nailed near the ceiling just above the stage from which were hung all sorts of make-shift lighting fixtures, a roller curtain and various other gadgets. The entire stage was curtained off with sheets and bedding of all sorts and if it lacked a professional appearance at least it was elevated above the level of the floor.

Benches from the dining porch were brought into the theatre room on show nights so that our audience might be seated. The auditorium held fifty comfortably and others could be seated on the porch directly behind it. As the camp's capacity was about forty and as five to twelve of the campers were used each week in the shows, no one was ever without a seat. The staff numbered ten and often there were visitors so that frequently the audience numbered nearly fifty.

While I was working on our theatre, I had as much willing assistance from the boys as I needed and the staff members were generous with their help and time.

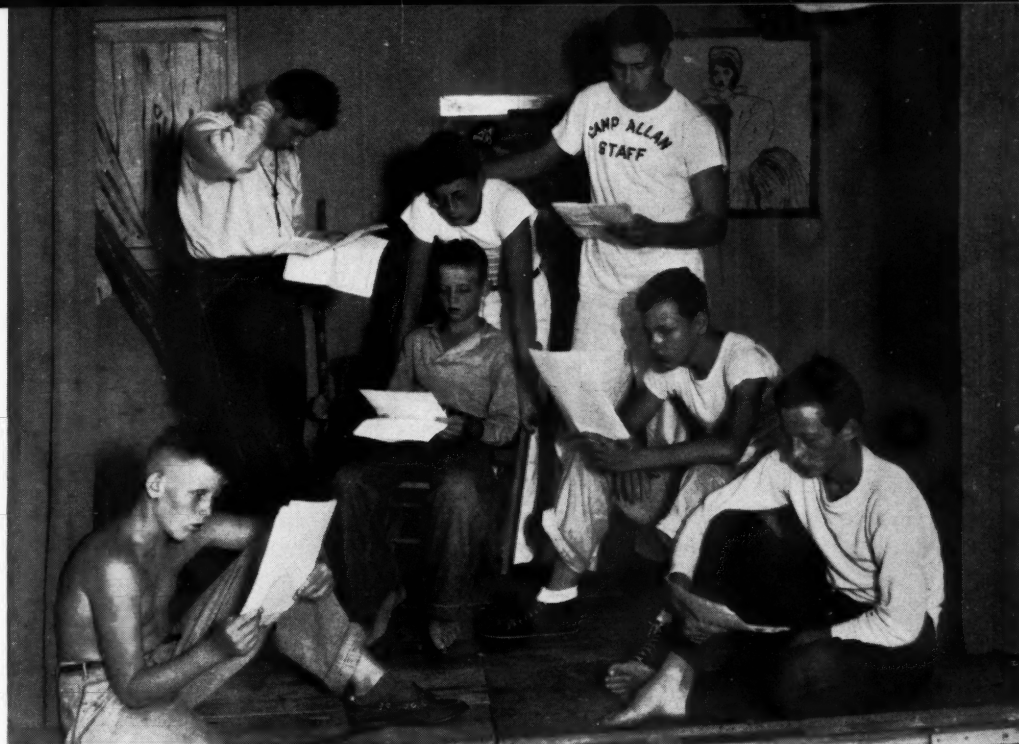
The first show on the stage during that 1939 season was a mock radio show. We built microphones, put up signs, and made a few properties. This was done with the help of campers who were becoming definitely interested in the project. The curtain rose and fell proudly time and again that first night. After that no one bemoaned the loss of the ping-pong room.

The second week, rehearsals were begun for three one-act plays which were to be presented just before the close of the half season. The casts were chosen and rehearsals were held for an hour each evening after supper until the night of the show. At no time did rehearsals interfere with any planned outdoor activity. Most of the boys in the cast rather looked forward to them.

A total of fourteen boys took part in the three plays (all non-royalty productions). Two changes in

A Tale of Boys and Dramatics and How Both Grew Up in Camp

By
George A. Jarvin



cast were made necessary when two of the fellows found that they were required to learn lines for the plays. Most of the campers faithfully memorized their lines and it wasn't long until they realized the wisdom of learning their parts quickly.

On play night there were naturally a few slips but nothing too noticeable. All the actors were congratulated on their performance by the campers and counselors and the humorous situations in the plays were subjects of conversation for a week or more.

It was interesting to observe while the plays were yet in rehearsal what great pride each boy took in his play. Often one boy would upbraid another for not knowing this line or that cue. If a disturbance was started by some lively member of the cast and if I became a party to the giggling which usually followed, some other member of the cast would take things in hand and demand quiet so that the rehearsal might continue.

These three plays were the only serious things that were attempted during my first season as counselor in charge of dramatics. Everything else that we put on that year was burlesque. The reason was that the only suitable play material I had found in the public library at home were those three plays and a few stunts and short skits which we presented as part of subsequent productions. Consequently I found it necessary to write most of the material used and I felt that the humorous things would be more popular with the campers.

During the season I wrote two or three pantomimes. They were a lot of fun. The technique used was for an announcer to read the plot from the side of the stage while the actors carried out the action. Pantomimes, especially if they were ludicrously melodra-

matic, were always received well by our audience. They were generally rowdy, clumsy, and full of simple, honest-to-gosh fun. At times the pitch of excitement would become so great during the performance that backdrops would tumble down on the actors and props would roll off the stage into the laps of those in the audience.

The week before camp closed that summer we held the annual carnival. We wanted everyone possible to contribute something toward its success so that it could truly be called an all-camp affair. To that end I enlisted the aid of everyone available.

There was fortune telling, a haunted house, ingenious games devised by the campers where suckers and candy bars could be won, a number of other little concessions and a final show in the stage room. Taps sounded late and everyone went to bed tired, happy and full refreshments.

When camp closed that summer, I felt I had learned something about how to make an activity a success. It was to get the boys working on a project without any compulsion. That was accomplished by clearly outlining my program to the boys, by pointing out to them how much fun there could be in acting and appearing before an audience, by demonstrating my own enthusiasm for the work and by inviting them to share that enthusiasm with me. In this way I was able to get all the volunteers I needed.

When our 1940 season opened, we had our stage unchanged and a room in which to work. I was a few days late in getting to camp but a number of my 1939 veterans had taken hold of the entertainment situation. They told me when I arrived that they were preparing for a stunt night. Later it was more fully explained to me. We were to have a stunt night

on Tuesday and a more formal show night on Saturdays. The first stunt night program was in its last rehearsals when I arrived. I was pleased at this evidence of the campers' initiative and to learn that I was again to have a group of enthusiastic followers.

The next day some of the campers and I dismantled the stage. We wanted to make some improvements. First, we nailed the sections of the stage together to make it steadier. Next we tore down the sheets and bedding that had been in use and started to work on a proscenium. We built a wooden frame about two feet in width on either side of the stage from the floor to the ceiling and then across the ceiling. Upon this frame we nailed a composition called Nu-wood. This framed the stage, separated the audience from the actors, and made it possible to keep the stage lighted and the auditorium dark.

This done, we added new drapes about the stage and began work to improve the lighting which had so far been very bad. We made reflectors from two-pound coffee cans, with electric sockets inside for the globes, and attached them overhead. We could use colored or ordinary light bulbs to get desired effects. Additional fixtures were put up here and there to reduce undesirable shadows. We had no switchboard but rather a series of cords hanging in the wings which were connected to the switches on the light fixtures. Our electrician had to be an experienced man, groomed for the purpose. An apprentice might easily have tied himself into knots in attempting to pull the right string.

There was one other feature added that summer which may be of interest. As the stage was small and the confusion great, we devised a new system of announcing the program and those appearing in the cast. This was done by means of a stereopticon and slides carrying the necessary information typed. The slides were thrown on a white muslin roller curtain designed for the purpose. Announcements of coming attractions and silly advertisements were shown immediately preceding the stage presentation. These projected cards accentuated the theatre atmosphere and had a great deal to do in working up the enthusiasm of the boys for the theatre program in general.

We also had another use for the machine. Snapshots were taken of various phases of camp life and personalities and projected on the screen as a sort of Camp Allan newsreel. Each picture shown was preceded by a typed explanation which was made as ridiculous as possible.

Our first Saturday night show of the 1940 season was a pantomime entitled, "Priscilla, Pride of the North Woods" or "She Lost Him In the Yukon". It turned out to be funnier than anticipated as the result of several unpremeditated actions of the cast.

Our second Saturday night show was an old time

vaudeville bill which we called "New Faces of 1897". It had all the rowdiness, slapstick and pie throwing you'd ever want to see in ten acts. The star of the show was a fellow who did an imitation of Lillian Russell, only we called him Lillian Bustle. He was a tremendous hit in his feminine costume and really brought down the roof with a singing of "If I Had My Way".

The same week that we were working on the vaudeville show, I issued a call for actors to appear in our mid-season play, "Captain John Smith". More boys were on hand after supper that evening than I could possibly have used.

The show was quite a job. I had written it in such a way that outside of the star, Captain John Smith, there were only two boys who appeared in more than one act. Thus, there was no need to have the entire cast on hand for each rehearsal.

There were three acts and a change of scenery was essential. A couple of boys in the cast helped me with its construction. The first act was laid in the Jamestown council house, so we had to make an interior of a log cabin meeting house. We had on hand a large sheet of brown paper which covered the entire back of the stage. On this we painted logs and tacked it up for the back wall of the council house. A doorway prop from "Priscilla" was used and the wings were of muslin with logs painted on them. A rustic table was made of logs. The councilmen used log seats. Seated around the council table in the subdued light of candles the councilmen in their colonial costumes looked very much the part.

The second scene was in a forest and for this we used a setting of real trees. Nothing could have been more realistic. The third scene was in Powhatan's tepee. We gave the audience their tepee.

The play itself was a burlesque. The lines were short, snappy and easy to read. Don't be misled. There was nothing historical about the play except the names Captain John Smith, Powhatan and Pocahontas.

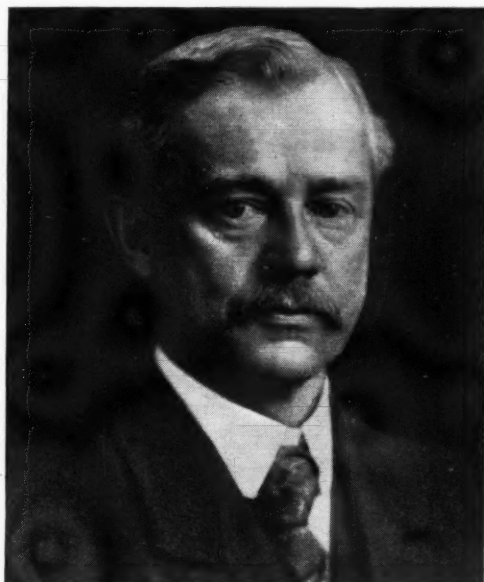
As many campers were given a chance to act in the plays during the season as possible. I knew that policy would help to insure the theatre's popularity. Everybody in camp, I believe, was reached either through stunt nights or the Saturday shows.

Shortly before the half-season ended, one of the campers was inspired to write and produce a play. He was encouraged to go ahead. He assembled his cast and was off at a fast clip. He planned his own settings and appeared in the production himself. It was entitled "Moonlight Sonata" and was full of ghostly characters and intrigue. Although the play was strangely similar to a movie then current, it was well done and the campers were thrilled to the marrow.

(Continued on page 20)

CAMPING'S EARLIEST LIVING DIRECTOR

By
David S. Keiser



DR. HOWARD A. KELLY

A few years ago I read in *The Camping Magazine* an article which advanced the possibility of a George G. Peck, who directed a camp in 1897, as being the earliest camp director now alive. The writer of that article erred by two full decades. About the time the article was written, the Dionne Quintuplets needed expert medical attention because of a growth on one of the ten legs, and Dr. Dafoe who had the choice of America's greatest specialists, called into consultation the man who had once bossed the first private camp in America, the North Mountain "School" of Physical Culture. "Physical Culture" was the brand new expression especially coined for the venture. The physician was and is Dr. Howard A. Kelly, for many years the foremost gynecologist of John Hopkins Medical School at Baltimore.

This camp, located on Lake Ganaga near Wilkesbarre, Pa., was blessed with the best of medical talent. Its three directors were, or were to become, medically famous. All three were what might be called medical-naturalists. Dr. Joseph T. Rothrock, the founder of the camp in 1876, later forsook medicine to become noted as "The Father of Forestry". Dr. Lewis H. Taylor, who was assistant director in 1876 and director in 1877 and 1878, was destined to become the President of the Pennsylvania Medical Society. Dr. Kelly, a co-director of the camp in 1877 and 1878, eventually became famous in medicine and quite well-known in several other walks of life—in his hobby, for instance—snakes.

Dr. Kelly, after going to college for two years, discovered his health demanded more out-of-door activity so he packed up, went West, and worked as a cowboy for two years. Upon his return east, he matriculated at the University of Pennsylvania Medical School and graduated in 1882.

Dr. Kelly, who will become 84 next February, has recently retired from the practice of medicine, but, far from taking things easy, is devoting full energies to his lectures and work on "the great reality and purpose of all life here on earth"—religion!

Making Woolen Clothing Water Repellent For Outdoor Use

By STERLING W. EDWARDS

Outdoor people have experimented for a long time with treatments for rendering woolen garments "waterproof;" we think the better term is "water-repellent." By home procedures, one can attain more or less resistance to water in shirts, socks and other items of clothing by experimenting with several tested solutions. It should be remembered that the amount of impregnation of the fabric must be gauged to what is comfortable for the individual. Hence you will need to experiment.

Just as in waterproofing a tarpaulin, or similar fabric the old rule applies "You cannot waterproof a hole" (since woven fabrics are essentially holes surrounded by crossed threads) so in producing water-repellency in a shirt one must not try to make it waterproof. This is the quality possessed by a rain-proof—a slicker, poncho, rubber shirt, raincoat. Coatings in and on the fabric give waterproofness; only slight amounts of waxes and similar compounds are required for water-repellency.

Old-timers usually have their own formulas but the novice can try this one:

One-fourth pound of beeswax is shaved up and dissolved in one gallon of solvent (Car-Sol, benzol, cleaners naphtha, Stoddards Solvent or Amoco-gas). We have used all five, the naphtha and Stoddards are the same thing in many establishments, we have been told, others contend the latter is a safer improvement over the former. This wax solution, then, is the stock solution. Add 1 pint of it to one gallon of fresh solvent in a tub or suitable vessel and soak several items for two hours with frequent agitation. A second soaking may be tried if more wax is desired in the clothing or simply increase the formula next time.

Perform operations out-of-doors. Drying is quickly done in sun and a breeze. When clothing finally is free of all odor, iron pieces inside and out. It is better to use up all stock solution and not store it indoors.

For cottons we have used paraffine in lieu of beeswax, but do not like the "feel" of the goods.

SOCIAL SERVICE AGENCY

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Address Box 3, The Camping Magazine, St. James Hotel, Minneapolis, Minnesota.

Dramatics

(Continued from page 18)

One thing which surprised me was the attentiveness of our audiences. We had very little disturbance during the shows and because of that the performers were hardly ever aware of those sitting before them. Consequently they gave their best efforts.

There was one other development near the half-way mark of the season. I gathered a group of my more experienced actors about me and formed a club. It was called the Arts Guild. To be eligible for membership, a camper was required to appear in three major stage productions or in one major production in addition to being a member of the camp newspaper staff. A regular Saturday night show was usually considered a major production. Some recognition was also given campers who did outstanding work in the sketching class or in music. When the idea was introduced there were seven boys eligible.

I really felt that such a group would be an interesting one. Enthusiasm in the theatre was running high and I felt membership in the Arts Guild would provide a goal for those who put in their time and effort on show production. The club was to harmonize activity in the stage room, set up a code of behavior in its small domain and enforce its rules. One of the privileges accorded members was to paint one's name and year of camp attendance on the walls backstage.

The last production of the season was a gala event. To uphold the tradition of two super-colossal productions each season, I had to get busy and write one during the fore part of the final week of camp. I worked Monday and Tuesday afternoons, handing out the parts Wednesday morning to members of the Arts Guild. It was to be their production.

The play was entitled "The Martins and the Coys". You might well guess that it was a typical melodrama about a southern mountain feud and was full of fun. The cast was ready for the curtain to rise that Saturday night with only three days in which to learn lines and to rehearse them. A special effort was put into our poster advertising of the show to build up audience interest and suspense.

That Saturday night the theatre was especially decorated for the premiere. We had one of the counselors interview members of the cast over a dummy microphone preceding the performance. The curtain went up on the first act of "The Martins and the Coys" and fell again to thunderous applause. Each act was well received and the actors felt that they had done themselves justice and been well rewarded for their efforts.

After the show that night it was decided to present the play again on Sunday night and invite

guests. The cast was quite excited over the prospect of doing the show a second time.

On Sunday evening they played to a very different audience. Many people from around the lake were there and several parents were present. The actors turned in their best performances and felt very proud of themselves. It was the final attempt in the theatre for the camp season and an exceedingly successful one. The close of camp was at hand. factor in the progress made.

It is hardly necessary for me to add that I enjoyed my work with the boys. I find it easy to persuade myself that the boys who participated in the theater program at Camp Allan the past two years received some benefit from it. Acting is a form of self-discipline as well as self-expression. In nearly all cases it was a new experience for the campers and a broadening one.

The variety of talent to be found in a group of thirty or forty boys is in relation to the opportunities presented to draw out that talent. The general level of acting ability we found surprisingly high in our Camp Allan group. In one conspicuous instance, the theater program was the means of one of our campers discovering that he possessed unmistakable talent for make-believe. The knowledge so gained could prove an influence in his choice of a career. At worst he should be better fitted for living as a result of his experience.

To bring a theater program to camp, a first requirement is an understanding camp director who is genuinely interested in helping boys. Secondly, the stigma that tends to attach to dramatics as "sissified" must be overcome and the campers put in a receptive mood for it. Thirdly, the program should be planned to take a minimum of time from outdoor activities. Keeping your campers away from sailing, swimming, baseball isn't the way to popularize a dramatic program. Work the program in cleverly so that plenty of time is allotted each boy for his outside fun.

When you have gotten a start and have gained a few interested followers, there are a few things which should be kept in mind. Try to surround your activity with an atmosphere which will inspire the boy with a desire to be creative. Encourage him to make suggestions and at the same time be wise enough to accept some of them. Give a boy credit for what he accomplishes, for not doing so is pure neglect and selfishness on your part.

One should keep attuned to the minds and temperaments of his actors as a means of gauging their possibilities and capabilities. And above all one should keep in mind that he isn't working with a group of experienced actors, only boys looking for fun and a new experience. Be their friend and companion on this quest and you too should find a new experience.

Just Off the Press

Try This One!

By Alexander Van Rensselaer (New York: D. Appleton-Century Co. 1941) 205 pages, illustrated \$2.00.

Tricks and stunts for social gatherings.

Bent Tubular Furniture

By C. H. Groneman (Milwaukee: The Bruce Publishing Co. 1941) 109 pages illustrated \$2.25.

How to make furniture from steel tubing.

Jewelry and Enameling

By Greta Pack (New York: D. Van Nostrand Co., 1941, 377 pages, illustrated)

A complete treatment of jewelry making, with processes and designs well illustrated.

American Wildlife Illustrated

Compiled by the Writer's Program of the W.P.A. in the City of New York (New York: Wise and Co., Incorporated, 1940) 778 pages, illustrated, \$3.50.

A bulky solid book in which more than 50 government specialists on wildlife participated—a veritable library on mammals, birds, reptiles, amphibians and fishes in text and photograph.

Everybody's Children, Nobody's Child—A Judge Looks at Underprivileged Children in the United States.

By Justine Wise Polier (New York: Charles Scribners & Son, 1941) 330 pages, illustrated, \$2.75.

Judge Polier brings to life as human beings the boys and girls who confront her daily in the New York City Children's Court. The pages portray the drama of youth that takes place in the alleys and around the corner.

Virgin Water

By Leighton Brewer (New York: Coward-McCann, Inc. 1941) 223 pages, illustrated, \$2.50.

The story of 35 years in quest of the squaretail trout, combining information with interesting stories and anecdotes.

Tennis

By Helen Jacobs (New York: A. S. Barnes & Company, 1941) 75 pages, cloth, illustrated, \$1.00.

Only the Brave and Other Poems

By Grantland Rice (New York: A. S. Barnes & Company, 1941) 150 pages, \$1.00.

Camp Moodna Counselors' Manual

By Monte Melamed (New York: Grand Street Settlement, 283 Rivington Street, 1941) 20 pages, paper, mimeographed, 15c.

Rifle Marksmanship

By William L. Stephans, Jr. (New York: A. S. Barnes & Company, 1941) 68 pages, cloth, \$1.00.

An excellent manual on the techniques of marksmanship, discussing equipment, shooting from all positions, the effects of the wind, etc.

Bait Casting

By Gilmer G. Robinson (New York: A. S. Barnes & Company, 1941) 66 pages, cloth, \$1.00.

The book sets forth in detail the techniques of bait casting, showing how casting can be practised on land as well as water.

Campfire Guide

By Margaret K. Soifer (New York: The Furrow Press, 1941) 24 pages, paper. 25c.

A brief indication of possible Campfire programs and activities.

Conservation and Citizenship

By George T. Renner and William H. Hartley (Boston: B. C. Heath & Company, 1941) 367 pages, \$1.60.

An excellent, readable statement for high-school age of the waste and destruction of natural and human resources and the imperative need for conservation.

Wild Ducks

By H. P. Sheldon and F. B. Lincoln, illustrations by Fred Everett (Washington, D. C.: American Wild Life Institute, 1941) 36 pages, paper, illustrated 25c.

Beautiful colored illustrations of wild ducks, with valuable comments on habits and range. Published without profit by The American Wild Life Institute—a fine service.

Twentieth Century Indians

By Frances Cooke MacGregor (New York: G. P. Putnam's Sons, 1941) Large format, 127 pages, illustrated. \$3.00.

Not of the old buffalo days, but the story of how the Indians live and work today, told in text and picture. Simple text, full-page pictures.

Games and Dances—For Exercise and Recreation

By W. A. Stecher and G. W. Mueller (Philadelphia: Theodore Presser Company, 1941) 392 pages, \$3.00.

A revised edition of an older work, presenting a good selection of games, sports, stunts and dances, all of the active type, suitable for all types of vigorous occasions.

Aztecs of Mexico

By George C. Vaillant (New York: Doubleday, Doran and Company, 1941) 340 pages, illustrated, \$8.00.

A vivid re-creation of the Aztec way of life by one who has the rare gift of writing in popular fashion.

A Guide to the Trees

By Carleton C. Curtis (New York: Greenberg Publishers) 208 pages, \$1.50.

An excellent, concise pocket-size manual on trees simply and clearly illustrated. Thoroughly to be recommended.

1941 Year Book Park and Recreation Progress

By National Park Service (Washington: United States Government Printing Office, 1941) 92 pages, illustrated, \$.40.

An attractively printed collection of articles on outdoor recreation, park management and camping. Of interest to all outdoor leaders.

Jack Lewis at Mohawk

By A. L. Plaut (New York: House of Field, Incorporated, 1941) 182 pages, cloth, \$1.25.

Jack Lewis attends Camp Mohawk as a camper, engages in the camp athletic events, listens to the campfire yarns and dramatics, and in the end discovers a deserted log cabin and unearths a mystery.

Outpost Camping

(Continued from page 13)

was brought out on about three occasions during the 17-day period.) Fishing, swimming, throwing stones, and running races occupied part of our time that day. The Little Two-Hearted, where it flows into Superior, offered a real challenge to our would-be broad jumpers, who tried in vain to leap the 20-foot span between its low banks. The high bluffs along the Lake were ideal for "King of the Hill". Following the shore line for some two miles west one group found many interesting articles that had been washed from freighters, and finally came to the mouth of the Big Two-Hearted. They constructed a raft, but it would only carry one, and fell apart before it reached the opposite shore, so the navigator, like the other boys, was forced to swim. Following the river as it parallels the big lake, they came upon a deserted coast-guard station, behind which was a bridge over the river. From here they commandeered some old drift-logs and floated on them back down to the river's mouth.

On Sunday, the seventh day in camp, we returned to Superior. Seated upon logs, looking out over the lake, the boys conducted their short devotional service. In this setting it seemed to take on a greater significance. They had built a new community and this was their church. That day we became impressed by the beautiful view from the big bluff that ascends from the Little Two-Hearted where it flows into the Lake. From this vantage point could be seen the long silvery line of the river for a mile to the south, and the whole vast Lake seemed to open up in a wide span to the East, North, and West. "What a spot for a cabin!" But what could we use for material? That was easily solved when we viewed the hundreds of drift-logs along the Lake's shore. "O.K., let's go!"

Next morning we returned to Superior with axes, saws, draw shaves, shovels, spikes, hammers, and rope. While a counselor and two assistants laid the corner posts the others went along the beach and rolled the drift logs, some shaped like fence posts, some like telephone posts, down to the lake. Here they were lashed together and towed by naked lumberjacks along the waterfront to the foot of the bluff.

A small fisherman's pulley, found on the beach, was fastened to a tree on the bluff, and a rope extended through it down to the beach. Fastening a noose around a log, the boys below would give the "Clear" sign, at which a boy up above, with the rope grasped firmly, would run forward, and over the edge of the bluff, jerking the log up the slope as he proceeded down the bluff; boys stationed along the route of the log would "help it along", until it finally nosed itself over the top. In this manner we elevated

more than a hundred good-sized logs during the day.

During the following days we worked in shifts, with half of the boys working in the forenoon and half in the afternoon. This gave opportunity for fishing, hiking, canoeing, and loafing, as well as time to take care of routine camp duties.

The cabin, 8 x 12 feet, went up slowly but surely. Every log had to be notched and smoothed so as to fit snugly. Three windows and a door were formed, and two days before breaking camp it was built "up to the eaves". As we did not have adequate roofing and flooring materials, we were forced to leave the finishing touches for some future outpost expedition.

Evening campfires were always highspots at the Outpost. Stories, songs, and "bull sessions" brought out the best, and sometimes the worst, in everyone.

Upon their return to Hayo-Went-Ha, after seventeen days in the Superior country, the Outposters spent two weeks in working on camp projects. There was sumac to pull, railing and steps to repair, and many odd-jobs. Some of the boys assisted counselors with the juniors; others helped staff men on the waterfront, or in the craft shop. Sailing, riding, tennis, and other sports had a little more novelty now, especially as the boys participated as a group.

One more big adventure remained. Most of the boys had spent two or three days on the Manistee river, but now it was their wish to put in at the headwaters and go until they hit Lake Michigan, some 550 miles away. The trip took just six days, and it was one to be remembered.

The final campfire of the year had been planned for several days, but little did we dream that it would be such an unusual one. Late in the afternoon two of the boys cleaned out the fireplaces in the new lodge, and among the ashes were live coals, which, when shoveled off the truck into the dump soon started a fire that was only controlled after two hours of shoveling and water-throwing. From time to time it would break out anew, so the Outposters were given the job of watching it through the night in shifts.

So it was that our last campfire was beside a smoldering dump. Lying there together on the ground we evaluated our summer's experience. What had it meant to us? Several things:

1. *It had been fun.* We had made games out of work, and thoroughly enjoyed the thrill and adventure of a different type of camping.
2. *We had been through a healthful experience.* We had become tanned and hard-muscled. We had gained weight, varying from two to ten pounds per boy.
3. *We had learned new skills.* Woodcraft, ax-manship, fishing, cooking, and carpentering, had enhanced our knowledge and abilities in camping.
4. *We had overcome obstacles.* Rain, insects, cold

nights, having to build without green timber, and many other unpleasant factors had confronted us, but we had won over them. And, most important of all:

5. *We had established a group unity.* Call it loyalty, morale, *esprit de corp*, or what we might, it consisted of a oneness of spirit, a harmonious way of living, a wonderful fellowship that transcended personal differences.

When we had sung our Outpost songs for the last time together, one of the boys presented the Pact which he had been delegated to draw up:

"Whereas; we of the outpost have lived together for a period of eight weeks; and whereas; in that time we have developed a great deal of fellowship and very strong friendships within the group; and whereas; we feel that it would be highly interesting to meet together at some future time to discuss old times, and to reunite the group, as well as to see what paths others of our group may take in life:

Therefore be it resolved and agreed that we the undersigned, members of the Camp Hayo-Went-Ha Outpost in its initial year, the year of our Lord, 1940, shall gather together at the site of our outpost camp on the first day of July in the year 1945, at 6 o'clock P. M., the date and hour being chose as those most nearly being exactly five years after our arrival at the camp site, said meeting being for the purposes outlined in the above paragraph. And be it further resolved and agreed by the undersigned that none shall in any way remind another of this contract, but that it shall be the sole responsibility of each and every signer to be present himself at our camp site on Culhane Lake, at the above mentioned date and hour."

This document, signed by all the boys, is now posted on the wall of the author's office, and is one of his most cherished possessions.

Statement of the Ownership, Management, Circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Camping Magazine, published monthly, at Ann Arbor, Michigan.

State of Michigan

County of Washtenaw

Before me, a Notary Public in and for the state and county aforesaid, personally appeared W. E. Paul, who having been duly sworn according to law, deposes and says that the American Camping Association, Inc., is the Publisher of the Camping Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, to wit:

1. That the names and addresses of the publisher, editors, managing editor, and business managers are: Publisher, American Camping Association, Inc.; Editor, Bernard S. Mason, Cincinnati, Ohio; Business Manager, W. E. Paul, Minneapolis, Minn.
2. That the owner is the American Camping Association, Inc.
3. That the known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities are: none.
4. That the two paragraphs next above, giving the names of the owners, stockholders and security holders, if any, contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

W. E. PAUL, Business Manager

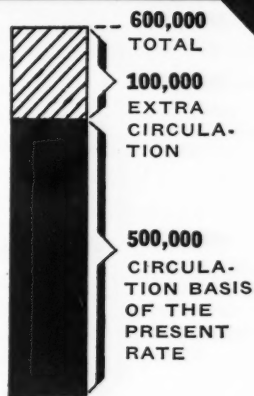
Sworn to and subscribed before me this seventeenth day of November, 1941.

D. W. McGregor, Notary Public
My Commission Expires August 26, 1941

for DECEMBER, 1941

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Just Off the Press

The Playleaders' Manual

By Margaret E. Mulac (New York: Association Press, 1941) 267 pages, \$2.75.

A stimulating, resourceful book that shows how a rich play program can be developed from commonplace materials that can be picked up any place—ideal for camp use. Games, folk dances, special features, storytelling, dramatics, crafts, nature.

Parties Plus

Edited by Ethel Bowers (New York: Association Press, 1941) Paper, 68 pages, 50c

A pamphlet on party planning and programs.

Checkers

By Millard Hopper, (New York: A. S. Barnes & Company, 1941) 107 pages, cloth, illustrated \$1.00.

The World's Checker Champion tells how to play winning checkers.

Peggy Plants a Tree

By Rose Flynn (New York: Charles Scribners Sons, 1941) 80 pages, cloth, \$1.50.

A yarn for girls from 8 to 11 containing information on trees, tree surgery and conservation.

To Boys Entering College

C. Walton Johnson, Director of Camp Sequoyah, has recently printed a letter to young men about to enter college entitled *College Life*. It is a four-page folder nicely printed and full of good advice.

Take It Easy

(Continued from page 11)

antagonizing and disturbing the boys. From the referring clinic's record it was learned that he was the eleven year old son of his father's first marriage. The case had been reported to the Juvenile Court following reports of the stepmother's mistreatment of the boy and his sister. There seemed to be definite evidence that the children were abused, but the father upheld his wife and charged that his former wife's relatives were trying to make difficulties for him. The court ruled that the children were to remain in the home. The boy remained fearful and retiring in the presence of his parents or adults.

Then a resourceful member of the camp staff discovered his interest in chemistry. With the chemistry set he had at home he had tried to make high explosives. Clearly the wish in this boy to destroy, and his actual destructiveness, were reactions to the cruel treatment he had met in his own life. He and a number of other campers were allowed to work in the doctor's laboratory and this activity became an absorbing interest.

By the end of the summer, he smiled and had joined various interest groups. He took part in one of the dramatic productions and beamed when he was applauded for his performance. However, the staff realized that there were many unsolved problems and recommended to the referring clinic that psychiatric treatment be arranged in the fall.

I know this gives but a sketchy picture of what is being done in the field of camping for children handicapped by cardiac disease who are well enough to go to camp. The number of such children who have had the advantage of camping is relatively small in comparison with the 900,000 people who have a cardiac disability as a result of rheumatic fever. However, since the problem is so widespread and as yet relatively untouched, there are unlimited possibilities for further development in this field.

Stop=Watch Swimming

(Continued from page 8)

pionships and records. Joe had a scholastic average of 89% and is working his way through college, while keeping up his swimming averages.

That will be all you need. You will have dozens of Jim Skinners and Joe Jodkas asking for those time trials. Better swimming which in turn means safer swimming will result.

Yes, sir—see that those stop-watches are at the beach. Add stop-watch swimming to the swimming program. Make stop-watches and time trials basic at the camp. It's grand motivation!

"Have you got your stop-watch, Len?"

MONEY=SAVING IDEAS

By

DAVID S. KEISER

Contribute your money-saving experiences — this column will appear often in **THE CAMPING MAGAZINE**. Send your contributions to David S. Keiser, Camp Lenape, 7733 Mill Road, Elkins Park, Pennsylvania.

• **FINANCIAL**—After hearing his insurance agent brag that his business was so big that he could borrow money at 3½% from a *big* city bank, a camp director mused, "I wish I could borrow money at 3½%. I pay 6% on my insurance policy loans." The insurance man tendered the director a letter of introduction to the bank with the suggestion that the bank look upon the camp as "part of his business" and give it loans at 3½%. Later the director visited the bank and got this reaction. No, no, we can't lend you money at 3½%—*but* we can lend it to you at four, if the amount be several thousands and if it be made with a policy as collateral." Thus the director effects a saving of 2% on several thousands every year. (Small banks usually can't play favorites and have to charge more.)

• **WATERFRONT**—A counselor suggested to his director that the stony-sandy beach might be bettered by dumping in several loads of sand. They argued as to whether three or five loads would do the trick. *One* did it very handily—and to everybody's satisfaction.

• **CATALOG**—One camp regularly paid an artist to touch up the American flag in its Morning Colors picture—to make it wave in the breeze. (Breezes never blow when such pictures are taken). The director has since learned to save several dollars by the brilliant stratagem of tying one end of a ball of string to the topmost corner of the flag and the other end to some remote bush.

• **POSTAL**—One high-class Junior College sends home all Lost and Found bundles (regardless of how small) by Express Collect, thus saving postal charges.

• **FIRE PROTECTION**—Camps having large 10-gallon acid-carbonate fire extinguishers and some camps with smaller ones, empty them every year *but* first remove the bottle of acid and save it intact for use the following year. The acid is the more expensive ingredient and does not deteriorate.

• **SUPPLIES**—In a paper house last month a director was received by a substitute greeter instead of the one he was accustomed to dealing with. Instead of "How is good old Camp Whoozis"—and *retail rates*—the conversation was: "What will you have?" "A season's supply of mimeograph paper." "Are you a member of the printing profession?" "No, I'm the director of a boys' camp." "Oh, then you get school rates, don't you?" (The surprised director only had to pay 48 cents per ream).

• **TELEPHONE**—A director with phones located outside of the dining room but within full ear-shot of this meal-noisy room hit upon a novel expedient to get the room quiet when he was on the phone. He rigged up an electric bell in the dining room with push buttons located near each phone. **ONE** on the bell meant **QUIET** (and was obtained with the co-operation of the counselors hushing their tables) and **TWO** meant **ALL FREE**—and bedlam again. Appreciable savings were made by thus shortening long-distance calls.

WITH OUR AUTHORS

Harold M. Gore.—Mr. Gore is head of the Department of Physical Education for Men at Massachusetts State College, and is director of Camp Najerog, a private camp in Vermont. For many years he has been outstandingly prominent in swimming and life saving, is a member of the Aquatic Committee of the A.C.A. and of the National Health and Safety Committee of the Boy Scouts of America. He is an approved timer of the New England Association of the A.A.U. Mr. Gore is an enthusiastic camper, winter as well as summer. He is also well-known in skiing circles. His address is Massachusetts State College, Amherst, Massachusetts.

Richard F. Thomas.—Mr. Thomas is assistant camp director at the Youngstown, Ohio, Y.M.C.A. Camp. He is a graduate of Youngstown College with a Masters Degree from Springfield College. His article is an outgrowth of his Masters thesis. Although in the army now, mail will reach him at his home address, 151 E. Philadelphia Avenue, Youngstown, Ohio.

Martha J. Wratney.—Miss Wratney is a teacher of health and physical education in the Pittsburgh school system, and is business manager of Camp May Flather in Virginia. She has had long experience in Girl Scout and other organization camps. Her specialty and major interest in camping is program planning. Her mailing address is 1317 Iten Street, N. S., Pittsburgh, Pennsylvania.

Marjorie A. Holden.—Miss Holden is assistant director of Sunset Camp Service League, Chicago, whose camp she describes in her article. She is a social worker, with her Masters Degree from the University of Pittsburgh. She is particularly interested in the handicapped child and in primitive camping. Her address is 185 North Wabash Avenue, Chicago, Illinois.

Hugh Allen.—Mr. Allen is General Secretary of the Barry-Eaton Area Y.M.C.A. in Michigan and Director of that organization's camp. He has served as Associate Director of Camp Hayo-Went-Ha, Michigan State Y.M.C.A. camp. His major interests in camping are outpost trips, canoeing, religious programs and dramatics. His address is 810 North Green Street, Hastings, Michigan.

George Alexander Jarvin.—Mr. Jarvin is dramatics counselor at Camp Allan, a private camp for boys in Minnesota. He has had varied experience in the coaching of dramatics. His primary interests, in camping and out, are dramatics, composing music, and writing. His address is 1915 E. Superior Street, Duluth, Minnesota.

David S. Keiser.—One time teacher at the University of Pennsylvania, Mr. Keiser has for the past eighteen years been director of Camp Lenape, a private camp for boys in the Poconos. His column "Money-Saving Ideas" appears regularly in this magazine. His father was a classmate of Dr. Kelly, whose biography as the oldest living director of a camp, Mr. Keiser has written for this issue. His mailing address is 7733 Mill Road, Elkins Park, Pa.

Sterling W. Edwards.—Mr. Edwards was represented in the October-November issue by "Light-Weight Equipment for Fall Hiking". He teaches in Washington, D. C., and his mailing address is Silver Spring, Box 331, Maryland.

Hot Spots in Camping

(Continued from page 5)

the 12- to 13-age group, while the other six favor the very young camper or older adolescent. Opinions by type of camp are divided as follows:

Type of camp	Favor	Oppose
Boy Scout	2	11
Private	4	11
Girl Scout	7	1
Y. M. C. A.	6	3
Charity	3	5
Others	6	5

Advocates of coeducation point out that since contact between sexes is necessary, social adjustment is aided; that the situation is most natural, better morale results, and relationships are more wholesome; that carry-over values are excellent; and that coeducation is the essence of "democratic" living. Opponents counter by pointing out that coeducational contacts outside of camp are adequate; that needless headaches are created by the additional supervisory and administrative problems; that physical facilities are inadequate; that some segregation is advisable; that programming is difficult because of the different interests of boys and girls; and that adequate leadership is lacking.

Prediction as to the future is difficult. If the public schools go into camping on a large scale, coeducation will be given impetus. The logical conclusion from the data investigated appears to be that both coeducational and segregated camping will play essential parts in the future. There seems to be a definite place for both types of camping.

NOTE.—In the January issue Mr. Thomas will discuss in greater detail the next three "hot-spots"—(1) the national defense program; (2) the accrediting and licensing of camps; and (3) democracy in the camp program. The remaining "hot-spots" will be discussed in the February issue.

Change of Address

On October 30th the National Office of the A.C.A. at Ann Arbor was packed up, loaded on a truck and moved to Minneapolis, Minnesota, where it will reside until after the National Convention in February, with Dr. W. E. Paul in charge. The new address is St. James Hotel, and all correspondence should be sent there.

Index to Volume XIII = 1941

Activities

See *Program Activities*

Administration

Money Saving Ideas. David S. Keiser, No. 1 (Jan.) p. 22, No. 4 (Apr.) p. 26, No. 7-8 (Oct.-Nov.) p. 27, No. 9 (Dec.) p. 24.

The Other Horn of the Dilemma. Frank H. Cheley, No. 3, (Mar.) p. 13.
The Directors Obligation to his Counselors. Frederick H. Lewis and Lawrence K. Hall, No. 4 (Apr.) p. 3.

See also *Campsite and Building Development, Insurance, Money-Saving Ideas, Promotion.*

Advertising

See *Promotion*

Allen, Hugh

Outpost Camping. No. 9 (Dec.) p. 12.

Allen, Ross L.

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Thirty-Second ANNUAL CONVENTION

HOTEL NICOLLET

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NOTE: The office of the American Camping Association has been moved from Ann Arbor, Michigan to Minneapolis, and consolidates with the Convention office, to make use of increased staff and expert convention leadership. Address communications to the St. James Hotel, Minneapolis, Minnesota.

Marks of Good Camping

Report of the

Recent Workshop on Camp Standards

of the

AMERICAN CAMPING ASSOCIATION

with the Cooperation of

THE W. K. KELLOGG FOUNDATION

Edited by THE STANDARDS COMMITTEE OF THE AMERICAN CAMPING ASSOCIATION

HEDLEY S. DIMOCK, *Chairman*

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